

## Monitoring

## STUDENT OBJECTIVES

- Use and modify self-monitoring strategies while reading
- Increase reading comprehension

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 15
- **Teaching Model**, from “Daring to Dream,” p. 16
- **Practice Worksheets**, Levels A and B, p. 17–18
- **Reteaching Worksheet**, p. 19

## Teach

1. **Monitoring:** Ask students what kinds of texts might be challenging to read. (*Sample: longer passages; those with difficult vocabulary or long sentences; passages with technical or complex content*) Explain that **monitoring**, or self-checking, is one way that good readers approach a text to make it easier to understand. As they read, they check their understanding. If something is unclear they use a variety of strategies to clear up the confusion.
2. **Teaching Monitoring:** Pass out the **Lesson Summary** and guide students through the **Academic Vocabulary**. Review the “Here’s How” steps.
  - Emphasize that the first five steps are ways that good readers approach a new text to get the most out of it. They may be reading for enjoyment or for learning but they stay alert for signals of confusion as well as signals of meaning.
  - Tell students that confusion is not a reason to give up or panic. Explain that noticing confusion is the first step to clarifying it. Encourage students to be alert to signals showing they have gone off course in their reading. Sometimes they may not know the meaning of a key word, or they may forget who a character is, or they may fail to unravel a sentence with difficult syntax.
  - Tell students that when they aren’t understanding what they read they should stop and try an appropriate “fix-up” strategy. Use the chart below to discuss the strategies in Step 6.

For each strategy encourage students to describe their own experience of why it is useful.

| Strategy                         | Why It Is Useful   |
|----------------------------------|--|
| Adjust reading rate.             | If reading too quickly, you can change gears and slow down to catch missed words or untangle complex ideas. In complex sentences, students should look for the subject and the verb. Pausing after a sentence or phrase helps the idea settle in.    |
| Read aloud, re-read, or read on. | Saying the words makes them register more clearly on the reader’s mind. Re-reading can get a reader back on course. Both techniques may help catch words that got skipped or misread. Occasionally reading on in a text can also clarify confusions. |

| Strategy   | Why It Is Useful   |
|--|--|
| Scan for key words, and check unfamiliar words.  | Noticing and understanding the most important terms will help readers get the basic meaning of a passage. Urge students to use context clues or a dictionary when they are unsure of a word's meaning. |
| Take notes, paraphrase, or summarize key points. | Restating the basic ideas in your own words increases your understanding of what you read.   |
| Ask for help.                                    | It's much better to ask for help than to stay lost.  |

**3. Guided Practice:** Distribute the **Teaching Model**: from “**Daring to Dream**,” and review the “Here’s How” steps, as follows:

- **Skim:** Point out that skimming a passage before actually reading it takes the edge off an unfamiliar text. Readers can see how simple or complex the writing is. In addition, tell students to notice headings and other key terms, to get a sense of subject, tone, and topics. Have students skim the text in the **Teaching Model**, and ask: What is the passage about? (*a young girl’s piloting an airplane, and encountering trouble.*)
- **Visualize:** Explain that picturing the people, places, and events will improve any reader’s understanding. Ask students to visualize as they read the first paragraph under “Day 2” of the **Teaching Model**. Have them describe what they see as if it were a photograph. (*Sample: a small airplane with ice weighing down one of its wings*)
- **Pause and reflect:** Point out that it’s easier to take in meaning in small bundles. Have students read the rest of “Day 2” and ask what they have learned so far. (*Ice can make it impossible for a plane to fly; pilots may fly higher or lower to avoid ice.*)
- **Question and Predict:** Have students read the first three paragraphs in “Day 3” in the **Teaching Model**. Then have them form a question about the passage. (*Sample: Does she make mistakes because she is tired? Should she fly lower rather than higher? Will they get into more trouble?*) Next ask volunteers to make a prediction about what the rest of the text will reveal. (*Sample: They will finish their journey safely.*) Have the class read-on to check the predictions.

**QUICK CHECK.** Ask students to name *three* strategies to improve reading and correct confusion that they find *most helpful* or use *most* often. (*Answers should include three of the following: skim, visualize, pause, ask questions, make predictions, change reading rate, read aloud, re-read or read on, scan for key words, check word meanings, take notes, summarize, and ask for help.*)

## Practice and Apply

Practice activities on Monitoring appear on pp. 17–18.

- Assign **Practice Worksheet A** to students who need more structured activities.

- Assign **Practice Worksheet B** to grade-level and above-level students.

### Sample Answers: Practice Worksheet A

1. *No, Earth is closer; Saturn is sixth from the sun, and Earth is third.*
2. *Saturn is light in weight because it consists largely of gas.*
3. *b*
4. *Saturn, a large and distant planet, is remarkable for its bright rings. Since Saturn consists mostly of gas, it is very light in density (weight per unit of volume), with a specific gravity less than water.*
5. *Students' confusions may vary but might include the position of Saturn vis-à-vis the sun. Students may notice new information such as the fact that other planets have rings or the difference between weight and density.*

### Sample Answers: Practice Worksheet B

1. *They all come from the Latin octo, meaning the number eight.*
2. *Quintilis; Julius Caesar named the month after himself.*
3. *The next month after July is August; probably Caesar Augustus named that month after himself, as Julius Caesar named July after himself.*
4. *October gets its name from the fact that it used to be the eighth month in the old Roman calendar (from the root octo means "eight"). Similarly, September, November, and December got their names from being the seventh, ninth, and tenth months. The month of July, originally named for its number, was renamed by Julius Caesar in honor of himself.*
5. *Rereading or note taking may help students clarify their confusions about the old Roman calendar. As for new information, students may see familiar names for months in a new light, or they may think about the fact that a leader must be very powerful to name a month after himself.*

## Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly answer all 5 items.
- **Practice Worksheet B:** Students should correctly answer all 5 items.

For students who need reteaching, review the **Student Lesson Summary**. Walk students through the **Here's How** steps, using the passage in **Practice Worksheet A**. Then have students complete the **Reteaching Worksheet**, p. 19.

### Answer Key: Reteaching Worksheet

1. *b*    2. *c*    3. *a*    4. *b*    5. *c*